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ABSTRACT

This internship handbook for international business and business French at Holy Family College presents a rationale for internship programs, outlines program objectives and requirements, and identifies goals and objectives for student outcomes. Part I describes an internship program as a structured learning situation wherein a student applies concepts learned in a classroom to the realities of an on-the-job situation; outlines the benefits of such programs; and highlights the current relevance of international business. Part II presents program objectives and requirements, including student credit, language, and academic requirements; the placement process; employer evaluation of student interns; fees; follow-up seminars; the student orientation process; and internship opportunities in Washington, D.C. Finally, Part III indicates that the goals of the internship program are to provide students with experience in their major field, an opportunity to explore a potential career field, an understanding of the link between academic learning and practical experience, a professional identity, the ability to relate to others, a chance to assist in the growth and success of the employing company, an awareness of the business process, reinforcement of formal classroom learning, and increased motivation for further study. Appendices include a proposal for company participation in the internship program, foreign language proficiency requirements, and a sample student evaluation form.

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HOLY FAMILY COLLEGE

GRANT AND FRANKFORD AVENUES, PHILADELPHIA, PA. 19114

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INTERNSHIP HANDBOOK FOR

International Business

and

BUSINESS ~ FRENCH



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INTERNSHIP HANDBOOK

INTERNATIONAL BUSINESS

BUSINESS-FRENCH

I. RATIONALE

Ideally, an internship program is a structured learning situation wherein a student applies concepts learned in a classroom to the realities of an on-the-job situation. The primary purpose of an internship program should be to provide an educationally sound program for the development of human, social, and economic resources through field-based student work experiences. This type of education provides interns with practical training and experience in a variety of real life work settings through cooperatively arranged work-academic programs operated under the guidance and supervision of participating employers, college faculty members, and the directors of the program.

Recent trade deficits, inflation, reduced productivity and a suspected diminution of innovative capacity have all helped to create an environment in the United States favorable to a renewed focus in international business in general, and export promotion in particular. While challenging careers in the international arena are available, they require expertise in business, political affairs, development technology, foreign languages and economics; a willingness to rise to unforeseen challenges; and above all, commitment.

II. PROGRAM OBJECTIVES AND REQUIREMENTS

A. The student is required to fulfill a supervised internship program of from two to four credits each semester of either the junior or senior year for International Business concentrators and from two to four credits each semester of both the junior and senior year for Business-French concentrators. This will take place at either an international corporation, government agency or service organization for foreign visitors/students within the Delaware Valley depending upon available placement. This requirement may also be fulfilled partially or totally through the Translation Center on campus when placement is not available or when the required number of intern hours is not sufficient in the area of placement.

B. The placement proposes to provide mutually beneficial services to the intern and the international corporation, government agency or service organization by developing the intern's potential

in the field of International Business or Business-French. (See Appendix A for sample contract).

C. The student should have a good working knowledge of French in both spoken and written form as indicated by performance in class and grade results. According to a recent survey conducted by the Coordinator of the Internship Program, most organizations require at least professional proficiency which is defined by the Foreign Service Institute as the following: "Able to speak the language with sufficient structural accuracy and vocabulary to participate effectively in most formal and informal conversations on practical, social, and professional topics; able to read standard newspaper items addressed to the general reader, routine correspondence, reports and technical material in his/her own special field."

D. Each student planning to intern for credit in International Business or Business-French, files an application with the Coordinator of the program. Admission to the program is not automatic. Acceptance is decided by the Internship Committee, which consists of the Chairperson of the Business Administration Department, the Coordinator of the Internship Program, the Director of the Career Center, and any other faculty members responsible for on-site visitations.

1. Students must have maintained to the time of filing the application, a satisfactory overall academic average, i.e., a Quality Point Average (QPA) of 2.50 (C+), and must have a minimum of 3.00 (B) in their field of concentration.

2. They must demonstrate a level of professional language ability in French as defined by the Foreign Service Institute (see Appendix B). The requirement is considered met when candidates have taken the Foreign Language Proficiency Examination in French which tests skills in reading, writing, listening and speaking, and have placed at least on the advanced level.

3. Candidates must have completed all course work with the exception of two seminars which are required in the junior or senior year of International Business majors or junior and senior years for Business-French majors, any remaining electives, as well as the comprehensive examination.

4. They must be recommended by the department in which they

plan to intern.

5. They must have given evidence of possessing a personality effective for working in the business, government or tourism arena, a vital interest in experiential learning, good health, and a good character. Appropriate assessment, screening and counseling of each candidate is provided by the Psychology Department for this purpose.

The Internship Committee reserves the right to exclude any candidate from placement as an intern if, in the judgement of its members, the candidate has academic deficiencies or exhibits behavior that demonstrates a serious lack of responsibility. While the program exists for the individual student, the College would like to establish a long-term relationship with the cooperating employer, thus, the "quality" intern is essential. One bad experience for an employer may carry the potential for terminating the relationship with the College.

E. The student must demonstrate that he/she understands the educational objectives of the program, desires to participate, and is motivated to represent the College favorably. This will be done in a personal interview with the Coordinator of the internship program. During this interview the following educational goals are discussed:

1. To enable Americans or foreign nationals to carry out an effective work relationship with the international business community by crossing major linguistic and cultural barriers which exist in multinational corporations, government agencies or service organizations for foreign students or visitors, through this field experience;

2. To observe and experience the structure and organization of French enterprise and economic environment on the domestic level (this refers to government or service organizations as well, depending upon placement of the intern);

3. To explore major similarities and differences between French and American styles of work, business techniques and/or general way of life;

4. To enhance student interest through direct field ex-

perience in the acquisition of thorough background in the language of French business and economics because of the increasing concern of multinational companies in the performance of their employees.

F. The internship may be either full or part-time depending upon the student's schedule, financial status or the availability of federal grants which, for the most part, cover tuition and living expenses for full-time internships in Washington D.C. with various government branches.

G. Students are permitted to take courses while simultaneously involved in the intern experience if the internship is part-time, that is, enrolled in courses not to exceed eighteen credits. If the internship is full-time and within commuting distance from the College the student may register for no more than eleven credits. The student is also responsible for his/her own transportation to and from the internship site unless other arrangements have been made by the cooperating employer.

H. The intern is evaluated by the cooperating employer, the Coordinator of the program and a faculty member from the department or departments where academic credit is assigned and/or who has made on-site visitations of the intern. Since the internship program is an integral part of the on-campus seminar, and these seminars are required for the degree in International Business as well as Business-French, academic credit is awarded according to the following scale:

80 hours per semester = 2 credits
120 hours per semester = 3 credits
160 hours per semester = 4 credits

I. Since academic credit is awarded, all students participating in field experience programs at Holy Family College pay regular tuition fees.

a. All students planning to intern should consult the Director of Financial Aid prior to filing an application to see if financial aid is affected at this time.

J. A written evaluation of performance on every intern is required of the cooperating employer or immediate supervisor. Participants may wish to discuss the results of this evaluation either with the cooperating employer and/or the Coordinator of the Internship Program. These evaluations serve as part of the basis for the student's grade since academic credit is awarded. Areas such as relation with others, judgment, ability to learn, attendance, attitude and application to work, dependability, quality of work and punctuality are considered. (See Appendix C).

K. Follow-up seminars are held on campus and since student interns must keep a daily log of activities, problems etc., encountered during this field experience, material taken from these logs is frequently the foundation for seminar discussions. Their purpose is to encourage better student performance on the job by sharing and listening to the activities and problems of other interns. The seminar is, of course, conducted in the target language and culminates with a research project.

L. In order that the intern might be made to feel like a full-fledged employee rather than a perpetual visitor to the organization, cooperating employees are encouraged to expend the necessary resources to make this possible. A thorough orientation program should be planned; during the course of the orientation, the intern completes all necessary forms for interning, is introduced to key people, provided with specific information regarding the nature of the business, agency or organization, familiarized with the firm's physical layout, and introduced to the particular person in the company to whom he or she is able to go at anytime for counsel and advice.

The Coordinator makes clear to the prospective intern that the program is a rigorous and demanding one. The student must realize that the earning of credits is not at all assured unless the student fulfills all of the criteria set forth both by the employer and by the College. The student must comply with all the rules and regulations of the cooperating employer, but the employer must also understand that no unreasonable demands can be made on the student; the coordinator of the program, therefore, functions to avert any of this.

Basically then, there is an agreement for all concerned which stipulates what the duties and responsibilities of each party are. Thus, the coordinator articulates for the students all the pros and cons of the program and this handbook as well as the College catalog are provided for the cooperating employer stating all academic requirements.

1. After initial contact is made by the Coordinator of the Internship Program, students are placed according to the knowledge and skills they are able to bring to a particular firm, as well as accessibility in terms of commuting distance to and from the firm.

M. Field experiences involving business or government are also available in Washington D.C. This is done with the help of the Washington Center for Learning Alternatives (WCLA). WCLA is an independent, non-profit educational organization which provides comprehensive learning opportunities in the nation's capital and assists teachers from colleges and universities throughout the United States in placing their students. Full-time or summer internships are usually available and may fulfill the internship requirement for the International Business or Business-French degree at Holy Family College.

III. STUDENT GOALS AND OBJECTIVES

A. The following objectives, established by the Internship Committee, are to help the students to:

1. Gain experience in their major field;
2. Explore a potential career field;
3. Modify and direct careers in a self-satisfying manner;
4. Understand the link between academic learning and practical experience;
5. Begin to establish a professional identity;
6. Examine ability to relate to others;
7. Demonstrate ability to learn;
8. Gain an awareness of attitude application to work;
9. Assist the company or organization in the recruitment and development of outstanding employees and to aid in assuring the future growth and success of the company;
10. Test and augment what they have learned in the classroom

11. Gain the benefits of increased student employability;
12. Be more aware of the "real-life" process in business and community while understanding the rationale behind a program which has built-in marketable skills and a solid liberal arts foundation;
13. Benefit from increased professional contacts, leadership skills, problem-solving and interpersonal skills, attitudes about self, placement and salary;
14. Reinforce formal classroom learning, gain new knowledge on the job, clarify career options and commitments, and add relevance and currency to theoretical study;
15. Increase motivation for further study.

APPENDICES

APPENDIX A

PROPOSAL FOR KINGSBURY, INC.'S PARTICIPATION IN THE INTERNATIONAL BUSINESS INTERNSHIP PROGRAM OF HOLY FAMILY COLLEGE

Objective:

To provide mutually beneficial services to the intern and Kingsbury Inc. by developing the intern's potential in the field of International Business while expanding Kingsbury, Inc.'s access to the foreign market through the preparation of catalogs and other materials in the intern's target language.

Background:

Sister M. Frances Veitz, CSFN, Ed.D, has initiated an internship program for students majoring in International Business at Holy Family College, with the intent of affording them practical experience in businesses active in the foreign market, particularly those where use of a second language is helpful or necessary. International Business majors study not only marketing and economics, but also French (in fact, some students are also pursuing courses in a second and third language as well).

Requirements proposed by Kingsbury, Inc. for prospective interns:

1. The student should have a good working knowledge of French (i.e. should have completed both the intermediate and advanced levels of courses in grammar and conversation). A knowledge of Spanish and/or German would also be helpful.
2. The student should be able to type and be familiar with the format for business correspondence.
3. The student should be willing to devote approximately 120 hours to the program (initial training would take an estimated twenty-five hours). If at all possible, the student should spend at least eight hours per week at Kingsbury, Inc., preferably in the morning, when foreign language correspondence is generally received.

Training to be provided by Kingsbury, Inc.

1. Experience in translating business correspondence (such as letters, purchase orders and telexes) to and from the target language.
2. Experience translating technical matter such as catalogs and instructional manuals.
3. Experience in sales, specifically: issuing and following up quotations, processing customer purchase orders, handling customer inquiries and complaints, and initiating new customer contacts.

Training would be supervised by Mark Kuhn, who would familiarize the intern with all pertinent aspects of the job and check work for accuracy. A faculty member would be permitted to make on-site visitations to evaluate the intern's progress and the general success of the program.

In return for the intern's services, Kingsbury, Inc. will provide letters of recommendation, personal references and an evaluation at the conclusion of the internship.

APPENDIX B

FOREIGN LANGUAGE PROFICIENCY LEVELS AS DEFINED BY THE UNITED STATES FOREIGN SERVICE INSTITUTE

S= speaking

R = reading

Elementary Proficiency

- S-1 Able to satisfy routine travel needs and minimum courtesy requirements.
- R-1 Can read simplest connected written material, authentic or especially prepared for testing.

Limited Working Proficiency

- S-2 Able to satisfy routine social demands and limited work requirements.
- R-2 Can read simple authentic written material in a form equivalent to usual printing or typescript on subjects within a familiar context.

Professional Proficiency

- S-3 Able to speak the language with sufficient structural accuracy and vocabulary to participate effectively in most formal and informal conversations on practical, social, and professional topics.
- R-3 Able to read standard newspaper items addressed to the general reader, routine correspondence, reports and technical material in his/her own special field.

Distinguished Proficiency

- S-4 Able to use the language fluently and accurately on all levels normally pertinent to professional needs.
- R-4 Able to read all styles and forms of the language pertinent to professional needs.

Native or Bilingual Proficiency

- S-5 Speaking proficiency equivalent to that of an educated native speaker.
- R-5 Reading proficiency equivalent to that of an educated native.

APPENDIX C

SAMPLE STUDENT EVALUATION FORM

Employer's Evaluation Form of Intern Student

Name _____

Class _____

Work Period _____

Assignment _____

Employer _____

Instructions: The immediate supervisor will evaluate the student objectively, comparing him/her with other students of comparable academic background or with individual standards.

RELATION WITH OTHERS:

- ☐ Exceptionally well accepted
- ☐ Works well with others
- ☐ Gets along satisfactorily
- ☐ Has some difficulty working with others
- ☐ Works very poorly with others

JUDGMENT:

- ☐ Exceptionally mature
- ☐ Above average in making decisions
- ☐ Usually makes the right decision
- ☐ Often uses poor judgment
- ☐ Consistently uses bad judgment

ABILITY TO LEARN:

- ☐ Learns very quickly
- ☐ Learns readily
- ☐ Average in learning
- ☐ Rather slow to learn
- ☐ Very slow to learn

ATTENDANCE:

- ☐ Regular
- ☐ Irregular

ATTITUDE-APPLICATION TO WORK:

- ☐ Outstanding in enthusiasm
- ☐ Very interested and industrious
- ☐ Average in diligence and interest
- ☐ Somewhat indifferent
- ☐ Definitely not interested

DEPENDABILITY:

- ☐ Completely dependable
- ☐ Above average in dependability
- ☐ Usually average in dependability
- ☐ Sometimes neglectful or careless
- ☐ Unreliable

QUALITY OF WORK:

- ☐ Excellent
- ☐ Very good
- ☐ Average
- ☐ Below Average
- ☐ Very poor

PUNCTUALITY:

- ☐ Regular
- ☐ Irregular

(See next page)

OVER-ALL PERFORMANCE: ☐ Outstanding ☐ Very Good ☐ Above Average ☐ Below Average
☐ Marginal ☐ Unsatisfactory. What traits may help or hinder the student's advancement?
(Use space below for comments).

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